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ABSTRACT

Ideas are outlined for teaching about the universal concept of conflict in grades 7-12. This guide has been prepared to help secondary teachers incorporate learning about conflict into social studies/social science curricula. There are two sections: one for junior high and one for senior high. Six objectives for learning about conflict in grades 7-9 are presented. These include helping students to understand ways in which social problems contribute to conflict, see how local problems and solutions are related to global concerns, examine a variety of ways to express conflict, and use conflict as an organizing theme for understanding complex events. Ideas are given for teachers to involve students in the issues contained in existing curriculum materials related to U.S. history, culture, and literature. Objectives for grades 10-12 include helping students to state alternative methods for resolving conflict in given situations, identify barriers to understanding between cultures, and recognize relationships between social change and conflict. Six areas which are typically covered in high school curricula are examined for relevance to concept teaching about conflict. These include career education, literature, civics, and world studies. Suggested teaching strategies stress student comparison of personal experiences with those of historical figures and community groups. (Author/AV)

Global Perspectives:
A Humanistic Influence
on the Curriculum



CONFLICT

Number Two in a Series of K-12 Guides

Part C, 7-9 Part D, 10-12

CENTER FOR GLOBAL PERSPECTIVES

DAVID C. KING

A SPECIAL NOTE: The concept guides and patterns for teaching should be viewed as a stage in a process, rather than volumes with any pretense of finality. Your comments and suggestions for building and reshaping the conceptual framework and sample lessons are welcomed and needed. It is anticipated that the framework will be adapted by each user, as it functions to complement and supplement a wide variety of disciplines and courses. Further, we welcome the comments of students, parents, and administrators, as well as teachers and curriculum specialists.

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GLOBAL PERSPECTIVES:
A HUMANISTIC INFLUENCE ON THE CURRICULUM
SUGGESTIONS FOR CURRICULUM DEVELOPMENT ON CONFLICT
PART C, 7-9 PART D, 10-12

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Introduction

GLOBAL PERSPECTIVES: A HUMANISTIC INFLUENCE ON THE CURRICULUM

INTRODUCTION TO THE SERIES

The most reliable starting point in learning is usually with the whole, leaving parts to be examined in the perspective of the whole. . . . We learn to find our way about a town by looking at a map of the whole and finding where we are in relation to the whole. We find our way in and out of complex buildings by having an image or map of the whole, and our present position in relation to it -- or follow notices provided by someone who has such an image. A knowledge of world society as a whole helps us to understand parts of it, and to see the relationships between the parts. Without this knowledge we are likely to misinterpret behavior, to attribute wrong motivations, to mistake individual differences for racial or cultural differences and generally to be inadequate within our own social relationships.

John W. Burton, World Society,
Cambridge University Press,
1972, p. 6

The basic idea of this series, GLOBAL PERSPECTIVES: A HUMANISTIC INFLUENCE ON THE CURRICULUM, is to suggest some important ways in which teachers and curriculum developers can weave a broader and more realistic world view into the existing social studies curriculum, K-12. The goal is neither to remodel present courses nor to create new ones. Much of the educational raw material needed for an adequate understanding of our world already exists, at least in the more up-to-date texts and supplementary units. What is lacking are tools students can use to organize more effectively the mass of information. As matters now stand, the students encounter the material, grade after grade after grade, but they fail to emerge with the world-mindedness so vital to people who will be spending their adult lives in the 21st century.

THE IMPORTANCE OF CONCEPTS/THE IDEA OF UNIVERSAL CONCEPTS

One basic set of tools students need are concepts that will give them a chance to organize and process the increasing mountains of information which confront them. This includes the bombardment of data and stimuli from all sources -- not just the classroom. For a long time educators have been convinced that learning can best be organized around various centralizing themes or concepts.

To achieve this end, lists of concepts were gleaned from each of the social sciences. And the lists have grown; the teacher's edition of practically every text at every grade level is loaded with concepts. Many of these organizing labels are appropriate for exploring limited subject matter and gaining some small insight. For instance, once a student has grasped the concept of *irrigation*, it is easily applied -- at least to certain phenomena. The concept may not need to be taught in later grades.

But notice this: a few of the words in those growing lists are of a different order. *Interdependence* and *conflict*, for example, are included in most collections of concepts. Those two words suggest something larger, more vital than *sea transportation*, *buying and selling* or *political parties*. They are larger organizing themes; they represent forces that pervade our lives. Understanding of conflict and interdependence is important to understanding ourselves and the world around us.

To separate these larger themes from the extensive listings, we can call them *universal concepts*. They cut across disciplinary lines -- each of the social sciences can shed some light on them. In fact, they go beyond the social sciences -- other areas of exploration, such as literature, art, science -- can offer valuable perspectives. These universal concepts also cut across longitudinal lines; that is, they should be dealt with at each grade level as a vital part of the learning process.

This idea of universal concepts can provide us with the kind of organizing themes we need. These over-arching concepts should be thought of as ways of looking at the world, lenses for seeing things from a certain perspective. They become analytical tools for pulling together seemingly diverse phenomena; students can apply them to their own lives and surroundings as well as to a variety of course materials.

Clearly if universal concepts are to have any value, there needs to be a sequence of development. As the child matures, he or she should be learning to apply a number of these lenses in an

increasingly sophisticated manner. And even in the very early grades, the child should be able to explore how these concepts operate on the global level as well as in his or her personal life and surroundings. This does not mean that every class period should be devoted to concentration on one universal concept or another. Rather, the idea is that working with subject matter in a certain way at various times during the year will lead students to incorporate these perspectives into their thinking.

USING THE GUIDES

The major portion of each guide consists of topics, ideas, and questions which the teacher can insert into the curriculum at appropriate places. The guide may look complicated, but the outline of suggestions for specific grade levels is actually quite manageable. We have tried to gear the K-9 outlines to existing texts, so there is rarely a need to develop new lessons or to buy new materials. The teacher will find, by simply reading through the guide, that there are numerous places to use the concept for two key purposes:

- a. To help the student better understand the subject matter;
- b. To provide ways of seeing the relationship between the course material and one's own life -- relating self and subject matter to encompass a world view.

For those developing new curriculum materials, the guides offer suggestions on how to tailor subject matter so that it will better meet the needs of young people growing up in this closed system we have come to refer to as Spaceship Earth. We hope, too, that commercial publishers will find some ideas and viewpoints worth considering in the development of future series.

The guide has a valuable supplement, which offers some sample lessons at various grade levels. It also gives some ideas on how teachers can create their own lessons, relying primarily on the daily newspaper and local events.

CONFLICT IN THE K-12 CURRICULUM

Conflict is a major force in nature and in people's lives. It has been part of the development of all past human societies. Indeed, we cannot conceive of any form of society, past or future, in which there will not be conflict. As we begin to know more about what it is and how it works, we improve our chances of coping with it more effectively. At the same time we come to understand ourselves better and see the world around us more clearly.

Of course, young people do learn about conflict -- they encounter it dozens of times every day. But the knowledge gained is far from systematic; it is as likely to be misinformation as it is to be valid enough to serve as guidelines for decisions. In our schools, we tend to gloss over the subject, treating it as something unpleasant that should be handled as delicately as possible. A Stanford University group studied the way in which conflict was presented in social studies texts at the third and ninth grade levels. Their report stated that: "Not only are few problems presented: those that do exist are depicted as not severe. The majority of the examples of conflict in the books we analyzed, regardless of what issue was involved, tended to be presented either as neutral (24%) or as being carried out in a spirit of cooperation (71%)."

Children are also exposed to conflict on television, and here they encounter the idea that conflict is usually violent and resolved by violence. Adult programming is often criticized for its penchant for violence; children's programs are statistically six times as violent. The average child witnesses an estimated 18,000 TV deaths a year! (Statistics from a special news report, KPIX-TV, San Francisco, May 10-12, 1975.)

Clearly we must correct these distortions, and begin to deal with conflict in a more realistic way. Conflict is limited neither to friendly disagreements nor to murder and mayhem. One major objective should be to help students gain a healthy attitude toward conflict. This involves recognizing that conflict is a basic part of everyone's life. Rather than being an inescapable evil, it often serves positive functions. For example, conflicts over ideas of government contributed not only to American independence (through violence) but to the creation of a superb constitution (without violence). Without the need to work out conflicts, these things would not have happened. The Constitution itself is a master plan for expressing, regulating, and resolving conflicts.

By working through conflicts in a wide variety of settings, students will come to understand that:

- avoiding conflict is not necessarily a good way to deal with it;

- the belief that if everyone obeys the rules there will be no conflict is an oversimplification;
- there are many ways to express and resolve conflict; the socially accepted ways of resolving conflict are usually more successful than unaccepted ways;
- conflict is often *not* a win-lose situation; both sides can gain (or lose) some things.

To achieve such objectives, you will sometimes have to counter-balance text generalizations -- particularly those generalizations based on the assumption that conflict is unpleasant and to be avoided. Some examples:

- if everyone obeys the rules, conflicts will go away;
- conflict is a sort of necessary evil; cooperation, the opposite of conflict, makes everyone feel better.

Texts do deal with expressions of anger, but it is also important to see other kinds of conflict -- the opposition of ideas, the working out of differences, and finding solutions to problems.

A more open and sensible approach to the subject can serve a number of important goals. Understanding conflict:

- develops a more realistic self-awareness;
- contributes to knowledge of one's role as a group member and as a member of society;
- becomes a link for seeing relationships among a number of subject areas, especially literature, social studies, science and art;
- can be used as a lens for seeing more clearly the world around us -- the natural environment, the local community, the global setting.

MAJOR OBJECTIVES IN TEACHING ABOUT CONFLICT, K-12

1. To develop students' understanding and acceptance of conflict as a natural and normal force in our lives.

2. To recognize that irrational conflict or violent conflict tends to be more destructive than conflict dealt with in socially accepted and non-violent ways.
3. To be able to see similarities in the dynamics of conflict at all social levels -- personal, group, community, nation, world community.
4. To explore a wide variety of ways to express conflicts and to resolve them.
5. To accept the idea that conflict can be either harmful or beneficial (dysfunctional or functional).
6. To develop some of the tools needed to cope more successfully with a world characterized by constant and increasing conflict.

SOME KEY POINTS TO REMEMBER

1. You do not have to deal with conflict -- or any other universal concept -- every single class period.
2. You should mention the label as infrequently as possible -- hearing the words too often can have a negative effect.
3. Use the guide to find topics which lend themselves most readily to teaching a particular concept. This will help you avoid bending the subject matter to fit a concept. It will also reduce preparation time and the need for outside materials.
4. Draw on other areas of experience as much as possible -- life experiences, well-known news events, television programming, things that are going on in the students' other subjects, especially language arts and sciences.
5. While an important goal of these guides is to develop a better sense of the total world environment, you will find that much of the learning focuses on the concept without trying to stretch it to global implications. This approach is important: if concept learning is to work, the students must gain experience in as many different settings as possible -- including their personal lives and their immediate surroundings as well as national and worldwide concerns.

SUGGESTIONS FOR CURRICULUM DEVELOPMENT

CONFLICT

JUNIOR HIGH (7-9)

OBJECTIVES (Performance objectives will be found with each topic in the outline.)

Students should

1. understand ways in which social problems contribute to conflict.
2. know that these conflicts arise over basic needs and over choosing among alternative solutions to the problems.
3. be able to see how local problems and solutions are related to global concerns.
4. be able to examine a variety of ways of expressing conflict, such as writing, demonstrations, persuasion, using symbols.
5. be able to use conflict as an organizing theme for understanding complex events.
6. know that basic conflicts of interest can last for long periods of time.

BACKGROUND DISCUSSION

Most social studies texts for the middle grades place a heavy emphasis on making students aware of complex social problems -- pollution, urban blight, poverty, and so on. There is even some attempt to explore these from a global perspective -- to present them as the problems of Spaceship Earth.

But, with few exceptions, the treatment is remote and abstract. The students don't feel involved. They are not really motivated to wrestle with the issues.

Using the concept of conflict can help make the material more real. All of the issues involve conflict -- the clash of values, beliefs and interests; the fierce competition for scarce and dwindling resources. In a way, it can be said that conflict itself is what makes the problems so difficult to solve. Every attempted solution involves conflict.

Our overriding aim for this portion of the guide is to suggest ways for involving the students in the issues -- to have them understand and even experience the kinds of conflicts that must be resolved. Whatever course you teach, whatever text you use, you should find some topics in the following outline that can add this important dimension to your teaching materials.

TOPIC AND IDEA OUTLINE

INTRODUCTORY -- Understanding the concept*

If your class has had no previous work with conflict as an analytical tool, try the following activity. It will work best if you follow it immediately with course material which focuses on the concept.

1. Working toward a definition.

In groups or as a class, have the students try to figure out what conflict is from its use in these newspaper items:

- "This was supposed to be a classic conflict between State and Ridgeville, but it ended in the most lopsided football game of the season."
- "The next step in the conflict between Apex Manufacturing and the union is likely to be a strike."
- "In October, the conflict between Israel and the Arab countries again erupted in violence."
- "In the egret's struggle for survival, the bird finds itself in conflict with the demands of human society."

* Adapted from David C. King, *Conflict and Change: Themes for US History*, (INTERCOM #76, Center for War/Peace Studies, 1974, pp. 3-4.)

2. Discussion questions:

a. What does each quotation suggest about the meaning of the word *conflict*? Have the students make a list of ideas (for example, conflict can involve two teams in a sporting event).

b. If students have trouble with this, try asking:

- What kind of event or situation is being described?

- Who is involved in the conflict? What is it about?

3. For more practice, have the students substitute the word *conflict* in the following sentences:

- We had quite an argument trying to decide where we would go on our vacation.

- Jake had a problem -- he liked both girls and wanted to take both of them to the dance.

- The American people face a choice between increasing production or saving the environment.

- The range war ended when the homesteaders decided to move further west and search for new land.

4. Ask the students to make a list of conflicts they've faced in the past week. (This can be as simple as trying to decide whether or not to do homework.) The activity will stress the idea that we all encounter conflict every day of our lives. Compare lists. Are there new ideas about conflict to add to the lists?

5. Review what the class has been able to discover about conflict. Explain that they can now try applying these ideas to a subject in their texts.

STUDYING CONTEMPORARY ISSUES

(The ideas presented in this section can be used in such subject areas as American history, economics, Problems of Democracy, geography, culture studies, environmental studies, earth science, technology and change, and language arts.)

Using a conflict approach to contemporary issues will achieve the following objectives:

Students will

- identify conflicts that arise from important social problems.
- give examples of conflicts that must be resolved in order to solve a particular problem.
- accept the fact that serious conflict will continue indefinitely and be willing to work toward resolving these divisive clashes.
- relate personal experiences and local events to larger worldwide issues.
- identify different ways of expressing conflict, including literature and photography.

1. *Population and resources.*

a. General approach: The sheer numbers of the world's population -- nearly 4 billion, with projections of 7 billion by the end of the century -- help make the subject seem remote. The Spaceship Earth imagery -- the idea of a closed system -- can be useful for bringing the issue into focus. Examples:

- (1) About one half of the Spaceship's passengers are crammed into the steerage compartment. The rest have a comfortable storehouse of supplies, with about 10% having far more than they need.
- (2) What kinds of conflict does this produce? How would you feel if you were in the steerage section and never had a full stomach? How would you feel -- how do you feel -- about being in the luxury compartment? Should you reduce your consumption? Should you share with others?
- (3) *Man and His World* (Silver Burdett, 1972) asks the crew of Spaceship Earth to write a report to Mission Control on the craft's current status. Questions include:
 - Are the members of your crew willing to cut down on rations?

- What problems are you having? Will you be able to solve them?

b. Population growth -- Have the class consider the question: what conflicts will grow worse -- or what new ones emerge -- if the world population doubles in 35 years?

- (1) Consider conflicts over food and resources. For example, the anger of many Americans over grain sales to the Soviet Union; competition for petroleum; the plight of food-poor nations.
- (2) What's being done to ease the problem? (land reclamation, new seed strains, etc.)
- (3) Create a simulation with the class acting as the governing council of a developing country -- choose a nation studied in the course.

- What pressures would the group feel?
- How do they feel about the affluent countries, especially the U.S.?
- What conflicts do they encounter in trying to increase food production -- or decrease population?

c. Is population control the answer? This controversy presents a good case of conflict over methods as well as values.

- (1) Do the students feel the problem of population pressure is severe because many poor countries have high growth rates?
 - Is family planning the best solution?
 - How does family planning conflict with cultural factors (like the need for more children to produce more food)?
 - What solutions are proposed besides family planning?
- (2) Or, is population pressure made serious by the high consumption by the affluent? The U.S., for instance, with about

6% of the world population, consumes some 40% of the world's output of raw materials. Is this fair? Should Americans be made to consume less?

- (3) Suppose the students lived in a country with a rapidly-growing population. An American expert has just told you that Brazil can solve its problems only by halting population growth, that the survival of the planet depends on stabilizing population. How would you respond? What course would you be likely to say is best for Brazil? For the world?

- (4) *Activity:* Have the class prepare a conference on the world population problem.

- If representation is based on size, how many representatives will be from poor nations?
- If the class numbers about 30, how many delegates will be from the U.S.?
- What different positions are the delegates likely to take? Research on actual policies would be helpful. A good text survey is in *Technology: Promises and Problems* (Allyn & Bacon, 1972).
- Can the class find a way to reconcile the differences?

- d. What do these issues mean in human terms?

English classes -- Literature can be most valuable in helping students understand the human side of massive social issues.

- (1) Have students read stories about how people's lives are involved in such concerns as the gap between have and have-not nations.

- (2) Books like *Child of Darkness* have a strong impact and can create understanding of a different cultural perspective on poverty. Sample questions:

- What day-to-day conflicts does the narrator encounter? Give specific examples. How does she go about resolving them?

- In what ways are these conflicts like any you have faced? How are they different?
- How does her plight reflect the larger issue of achieving a decent standard of living for the world's people?
- What obstacles stand in the way of solving this issue?

2. Air and water pollution.

Man and His Environment (Harcourt Concept and Values Series, 1972) concludes a unit on air and water pollution with the question: "What kinds of value conflicts must be resolved in order to solve the problems of pollution?" This is precisely the sort of question that should be explored further if student response is to be more than "Someone ought to do more about this problem."

- a. Create specific case studies to illustrate some of the conflicts that stand in the way of solutions. Example: You are a lumberman in the Pacific Northwest. It is the only work you know. It's been your life. Then the state passes a law halting lumber operations. Your company is convinced that little environmental damage results from the operations and they have an ambitious tree-planting program.

- What will you do?
- How will you express your conflict?
- What feelings do you have about the lumber industry being singled out for strict controls?

If some in the class view the problem from the environmental-protection point of view, what can they say to the lumbermen? How can this conflict be resolved?

- b. Use the local community as much as possible. For example: Choose a stream or body of water that is polluted and begin with a field trip. Have the students find out:

- (1) Who are the polluters? What industries might have to change practices to reduce pollution? What are they doing? Why can't they, or won't they, do more?

- (2) Is sewage involved? Why is the creation of new sewage treatment systems a cause of conflict? (People don't want to spend the money; municipal budgets are strained.)
 - (3) How is individual use and misuse involved? Consider boating, dumping, farming, etc. Does a need for change lead to conflict? For instance, what will boat owners do? Or, can farmers stop using fertilizers and pesticides?
- c. Explore photography as it can be used to express a conflict.
- (1) Books of photography dealing with social concerns -- like Duncan's *USA* -- can raise questions about how the medium is used to express a viewpoint on a social problem.
 - (2) The students might also look for symbolic statements -- like a pile of junked cars with the Statue of Liberty in the background. What do they think the term *symbolic conflict* means?
 - (3) Students interested in photography could make a photo display of their viewpoint on local environmental concerns.
- d. Examine the students' lives in terms of environmental concerns.
- (1) As an assignment: Trace your actions for a week. Make a list of every act that contributes to pollution (even turning on a light switch). Then, as a class, consider what changes in life-style would be needed to reduce your contribution by one half.
 - Would you be willing to make these changes?
 - What conflicts could develop from trying to reduce pollution? (Like difficult decisions over what to give up.)
 - (2) Consider real or hypothetical sacrifices needed to reduce pollution. Suppose, for instance, a law were passed which stated: In order to reduce the dangers of air pollution from vehicle engines, no person will be allowed to own or operate a motor vehicle until age 25.

- How would the class feel about this? Would the law be fair? Might other people consider it fair?
- What could young people do about such a law?
- Can the students think of other cases of pollution control that would seem unfair to a particular group? How could their conflict be resolved?

3. Urban problems.

The complex problems faced by cities might be divided into physical problems, like waste disposal or traffic congestion, and human problems, like poverty or alienation. In both categories, it's important to go beyond the often-superficial treatment found in texts.

a. Analyzing the human problems.

- (1) Have the class make an inventory of major problems common to modern cities. Texts mention such concerns as: poverty, race relations, restricted individual freedom, loss of identity, special problems of the elderly.
- (2) But the texts tend to gloss over the barriers to finding solutions. Conclusions like "Solving (these problems) is the great task facing city governments" (*Man's Settlements*, Harcourt Concept and Values Series, 1972) are common -- and not very helpful.
- (3) Choose a particular problem area and have the class find out why solutions are hard to achieve. *Example: crime.* Why does an individual turn to crime or delinquency? What are some of the reasons for crime? Assign personalized accounts of someone who has turned to crime or joined a gang -- see what reasons the students can find. Look for answers to these questions:
 - (a) Could you say that the person has a conflict with society? What would be needed to resolve this conflict?
 - (b) What suggestions are made for reducing crime? Are there conflicts over what should be done?

Example: poverty. Again, use personal accounts -- or audiovisual materials to explore some of the obstacles to solution.

- What special problems do the poor face?
- Make a list of factors that keep them poor.
- What decisions need to be agreed on in order to reduce poverty? (governmental spending priorities; how to reduce prejudice)

(4) The students will not be able to come up with final answers, but their work should lead to two important generalizations:

- (a) The problems are extremely complex. They have a variety of causes and a number of conflicts develop over how to solve each of them.
- (b) People and governments are working on the problems and trying to resolve the conflicts.

b. Analyzing the physical problems.

(1) Much the same approach can be used:

- (a) What are the problems?
- (b) What conflicts hinder solutions?
- (c) Can the students identify which are conflicts of interest and which are conflicts of values or beliefs?
- (d) How can these conflicts be resolved?

(2) Deal with specific problems -- such as waste disposal, traffic congestion, slums.

(3) Organize field trips in the community to analyze the problem and to find out what is being done.

- (a) *Activity:* Visitors to the class -- such as local government officials -- can be most helpful.

(b) *Activity*: Students could create a bulletin board of relevant news articles -- or of photographs taken by students.

(c) The class should begin to see that finding solutions to problems involves far more than just being aware of them. Very real conflicts of interest and values have to be resolved.

(4) Here's an example:

(a) Waste disposal is a serious problem. Incinerators are over-burdened and create pollution -- as well as waste; no dumping sites are available near-by.

(b) Who in the community would favor new incinerators? Why? Who would be opposed? Why? What's being done to resolve this conflict? What more can be done?

(c) Is there a dispute over what kind of solution is needed? Do some favor large-scale recycling? Would some groups favor land-fill over incinerators? Again, explore the reasons for the conflict and what can be done.

(d) Explore other conflicts involved -- such as budget priorities. For instance, is fighting crime more important than better waste disposal?

c. Compare cities around the world.

(1) Why is urbanization a worldwide phenomenon?

(2) Examine two other cities in different parts of the world.

(a) Are the advantages and disadvantages of urbanization similar to American cities? In what ways are cities different?

(b) What kinds of conflicts stand in the way of solutions? How do these compare to the American experience?

(3) Could people avoid cities?

(a) What alternatives are available?

- (b) Why don't more people choose these alternatives?
- (c) How would the students decide whether or not to live in a city?

TOPICS IN U.S. HISTORY

Students will

- apply a conflict framework to major events in U.S. history.
- compare historical episodes with contemporary conflicts and with their own experiences.
- describe different approaches that were tried for resolving conflict between North and South and between management and labor.
- evaluate the uses of violence in historic events.
- recognize that underlying conflicts can continue even when a specific issue is resolved.
- know that conflict also arises over the means of achieving agreed-upon goals.
- give examples of why some problems have become worldwide rather than local or national.
- recognize that the dynamics of conflict on the global level are much like those on the national or local level.

1. *Analyzing the Civil War.*

Conflict becomes a good organizing theme for studying the Civil War period. By analyzing events in terms of the concept, students will be better able to keep track of what's happening and to see how episodes are interrelated. At the same time, they will be able to compare specific situations with experiences more familiar to them -- including their own lives.

- a. When you come to the pre-Civil War period, provide the class with the following framework of questions as the basis for

some of your class discussions and activities. By seeking answers to the questions as they proceed (working either individually or in pairs), the pattern of events will become more clear. The framework:

- (1) How did cultural and economic change contribute to the conflict? Consider:

- (a) The growing importance of cotton
- (b) The rise of industry
- (c) The growth of cities
- (d) Expansion westward

- (2) How were books and newspapers involved? For example, did *Uncle Tom's Cabin* ease the situation or did it sharpen the lines between the two sides? Can you think of a present-day conflict where the press plays an important role?

- (3) How did important leaders influence people's opinions? Consider:

Henry Clay

Abraham Lincoln

Daniel Webster

Stephen Douglas

Can you find a modern controversy where leaders were important in changing people's minds? For example, could you compare anyone in the pre-Civil War period with people like Martin Luther King or Ralph Nader or George Wallace?

- (4) What non-violent methods were tried to resolve the conflict?

debates

elections

forming new political parties

compromise

votes in Congress

- Find specific examples of each of these and write a sentence about how successful the effort was.

- Describe a conflict you've been involved in or read about that was settled by voting, compromise or someone's mind being changed (debate).

(5) Prior to the War itself, what violent methods were tried? Describe such examples as:

- mob action -- like lynching Bloody Kansas
- slave rebellion John Brown's raid
- What reasons do you think were behind the violence?
- To what extent were these acts successful?
- How might violence have been avoided?

(6) Describe some inner conflicts faced by individuals and how they were resolved. For example:

(a) What inner conflicts did people like Robert E. Lee face? What do you think you would have done?

(b) What inner conflicts did Lincoln face?

- over the conduct of the war
- over freeing the slaves

(c) Write about an inner conflict faced by a character in a movie or television drama.

(7) Why did elements of conflict continue after the Civil War? Consider:

- the frustration of losing
- hostility between white and blacks
- the role of carpetbaggers
- the economic dominance of the North

b. Stories, novels, eyewitness accounts, and films will help make particular aspects of the conflict more meaningful. *The Red*

Badge of Courage, of course, is a favorite for middle grade levels. It's also particularly good for detailing inner conflict.

2. *Labor and management.*

Like the Civil War, the long-running struggle between workers and business owners can be better understood by applying a framework of questions that make the patterns of conflict stand out. In fact, you can try two different frameworks -- one for particular events, like the Haymarket riot; the other, to see the *underlying* conflict that continues even though specific clashes are settled. The idea of underlying conflict is important for developing a realistic view of the world. Resolving an issue -- like freeing slaves or signing an arms limitation agreement -- does not close off the struggle between opposing forces; instead, it concludes one chapter of an on-going story.

a. The idea of on-going conflict. Have the class consider this situation:

- (1) Suppose there is a bitter rivalry between two schools. It becomes more intense as an important basketball game approaches. School A wins. Does that settle the matter for good? Maybe. But perhaps hostility will remain -- some underlying conflict. How could this beneath-the-surface conflict be resolved? Or will it keep on going?
- (2) You might want to turn this into a hypothesis for examining a historical event: An underlying conflict may keep going even though one issue is resolved.

b. Here is a framework of questions the class can use for their text reading that will enable them to see the continuing nature of the labor-management struggle: (see page 16)

c. A slightly different framework can be used to analyze a specific event -- like a strike. The questions might be:

- (1) What is the issue?
- (2) What solutions are tried? How does the other side react?
- (3) Why does the problem grow worse?

Labor Conflicts

	<u>Workers</u>	<u>Owners</u>
(1) How have cultural changes (new ways of producing, etc.) altered the position of workers and owners?		
(2) What does each side want?		
(3) What are some things tried by workers? How do the owners react?		
(4) Why does the conflict sometimes become more intense or move toward violence?		
(5) What would happen if workers withdrew from the conflict by disbanding unions?		
(6) After a strike is settled, does each side still have things that they want?		
(7) Is there any change in the positions described in the answers to question 1?		
(8) Does government (local, state or national) make a difference?		

- (4) Are outsiders involved? (scabs, army, labor organizers)
- (5) If violence was used, do you think it could have been avoided?
- (6) What did violence achieve? Or did it make the underlying conflict worse?
- (7) How is this issue resolved?
- (8) Does this resolution change the underlying conflict?

3. Comparing conflicts.

- a. Other struggles of an on-going nature can be compared to the labor-management controversy:

- the struggle of women for equal rights
- the struggle of minority groups -- especially blacks -- for equal rights

- (1) The comparison, however brief, will emphasize the idea that whenever the basic interests of two groups are incompatible, the struggle is likely to take the form of a series of separate conflicts.
- (2) Some on-going conflicts are somewhat different because the opposing forces are not so clearly identified. The continuing debate over environmental protection might be an example.

- b. It would also be useful to compare conflicts that emerge over ways of achieving goals. For example:

- (1) What disagreements existed within labor over what should be done? (different kinds of unions, different attitudes toward socialism and communism)
- (2) How have black Americans disagreed over how to achieve their goals?
- (3) Most members of a legislative body -- like a state assembly or the U.S. Congress -- are likely to be in favor of protecting the environment. Why are there

conflicts over how to achieve this? (Different interests are represented; opposing pressures -- like keeping taxes low -- operate on the legislators; there are opposing viewpoints on the best solutions.)

4. *The U.S. in a global society.*

The concentration in U.S. history courses on uniquely American events can contribute to cultural bias -- the idea that one's own country is the central actor on the stage. We are just beginning to find ways to place American studies in a larger setting. One approach that will help is to have your class consider how the nature of our major social problems has changed and is changing. People must now deal with important matters in a global context. Here are some suggestions for developing this idea:

a. *Interdependence* -- Use the text or your own lessons to analyze some of the forces that have transformed the planet into a "global village" -- especially technological changes. (For lesson and unit suggestions see Guide Number One in this series.)

- (1) The Spaceship Earth image is good for showing the global nature of earth's systems, and how changes in one part will affect other parts of a system.
- (2) Map studies -- airlines, shipping, communications, etc. -- will also bring home the idea of how all corners of the globe have become interrelated.
- (3) A focus on particular aspects of global affairs is also useful -- for example, multinational corporations or world hunger.

b. *The changing nature of conflict.*

(1) *Haves and have-nots.*

(a) What kinds of conflicts existed between haves and have-nots in this nation's past? The plight of immigrants or factory and mine workers would be relevant. How were these conflicts expressed? What efforts were made at resolution?

(b) What kind of conflict exists today between haves and have-nots in the world? How is the "revolution of

rising expectations" involved? What conflicts exist within this country over dealing with world-wide problems of poverty and hunger? What efforts are being made? What more needs to be done?

(2) The oceans. If a special unit is not used, students could use the following questions to guide a research project:

- (a) What are the major areas of conflict involving the use and protection of the world's oceans?
- (b) How does the U.S. position differ from that of other countries?
- (c) What conflicts exist within the U.S. over courses of action regarding:
 - fishing rights
 - mining the sea bed
 - controlling pollution
- (d) Why can't the U.S. solve the problems without other nations -- why is this a matter involving all the world's people?

(3) Environmental concerns: See pages 7-9 of this guide.

CULTURE AND CONFLICT

(The topics and suggestions apply to these subject areas: culture studies, ethnic studies, regions of the world, world history, U.S. history, technology and change, language arts, and art.)

The study of other cultures involves important aspects of conflict. Whatever group or groups you are dealing with in your course, you will find instances where contact with other societies produced both wide-spread change and conflict. The contact might be the arrival of a colonial power, or it could be the present-day importing of modern technology in an effort to industrialize. One of the most important goals of culture studies should be to develop awareness of this pattern. Cultures come in contact with other cultures. The contact pro-

duces change, sometimes drastic change. The change, in turn, creates conflict and sometimes violence.

Lessons which focus on conflict can develop the following objectives:

Students will

- give examples of ways in which culture contact can produce both change and conflict.
- give examples of how groups have either adapted to change or resisted it.
- distinguish conflicts about values from those involving human needs or wants.
- recognize that conquest is an extreme method for resolving conflict between cultures.
- feel greater empathy for those who have experienced domination by another society.
- understand better the reasons for the growing gap between rich nations and poor nations.

1. Conquest.

The clash of cultures has sometimes been an overwhelming experience, with one culture totally dominating another. This extreme form of conflict is illustrated in such events as: the slavery experiences of sub-Saharan Africa; the subjugation of the Indian tribes of North and South America; the colonial experiences of many cultures; and the near-domination encountered by such societies as 19th century China.

a. How did people react? As a research assignment -- or through language arts classes -- have students find out about the period of conquest or domination -- what people thought, felt, said.

(1) Collections of writings and statements are readable and readily available. Examples:

(a) Waley, *The Opium War Through Chinese Eyes*

(b) Charles P. Larson, ed., *African Short Stories*
(Macmillan)

(c) Sanders and Peaks, eds., *Literature of the Amer-
ican Indian* (Glencoe Press)

(2) Poetry, folksongs and short stories are excellent for understanding the impact of Western culture on various societies. Language arts collections of readings often contain good materials.

(3) Questions to consider:

- How did people express their feeling of hostility or anger -- what did they say about the conflict?
- If violent resistance was used, how did this come about? What were the results?
- What nonviolent acts were tried? (For example, adopting Western ways, or demanding independence.) What were the results?
- Did conquest (or being conquered) end the cultural conflict?

b. The reasons for conquest. Have the class explore the question of why one group feels justified in conquering or dominating another.

(1) Ethnocentrism and prejudice can be discussed in this connection.

(2) Any number of useful cases are available. For instance, *Man in Culture* (Harcourt Concept and Values Series) has a lengthy unit on Ishi, the last survivor of a California Indian tribe. The story can be used to get at such questions as:

- Why did the whites feel hostility toward the Yahi? Do you think any attempts were made to understand their culture? Would this have made a difference?
- To what extent are wants and needs involved? (Students should be able to identify such wants as land, gold, etc.)

- Are values and beliefs involved? (e.g. the belief that one culture is superior)

- c. Whatever historical case is being studied, make comparisons with the experiences of other groups. Examples:
- (1) How was the experience of black Africans similar to -- and different from -- a group like the Incas?
 - (2) Was colonialism in Africa like colonialism in South America?

2. *The conflict between tradition and change.*

The meeting of cultures often produces a long process of change -- an upset of traditional patterns. This kind of upheaval is invariably accompanied by conflict. An important part of understanding a culture is finding out how the people have dealt with this disruption.

- a. Understanding the conflict between tradition and change: Whatever society or region is being studied, have the class explore the impact of change on traditional ways.
- (1) What new things have to be learned? Why is there a conflict between new and old?
 - (2) Do some people resist the change? How?
 - (a) Resistance might take the form of open hostility -- a struggle against outsiders or new culture patterns.
 - (b) Another form of resistance would be to re-emphasize traditional values:
 - A Nigerian might insist on tribal ways rather than accept the changes of modernization.
 - An American Indian tribe might search for ways to restore traditional customs, economy, etc.
 - (3) Ask students to interview parents and grandparents to find out about changes they may have found difficult. Examples:

freeway driving	big government
jet travel	automation

b. How can people deal with the conflict?

- (1) Focus on individual cases as much as possible -- real people the students can identify with. Use outside readings, films, or filmstrips. Apply these personal accounts to more abstract text questions like: "To what extent is it desirable or possible for a traditional society successfully to resist efforts to bring them into the modern industrial world?" (*People and Their Cultures*, Laidlaw Brothers, 1973)
- (2) Questions to explore:
 - Did the people resist change? If so, why? And what did they do?
 - How do you think they felt? How would you feel in the same position?
 - Would you accept all change or do you think you would resist?
 - Suppose your culture was being challenged by change? Would you miss some of the "old" ways?
- (3) The topic is clearly ideal for role-playing -- an excellent chance to work toward greater empathy for other peoples.

c. Study ways people have mixed tradition and change.

- (1) Governments and individuals wrestle with the conflicts emerging from change. Challenge the class to find out what kinds of compromises a particular society is making.
- (2) Example: *Kenya*, in the Scott Foresman Spectra Program (1973), presents personalized accounts of the conflict between tribalism and nationalism. Government efforts have not resolved the split, but the spirit is gradually changing. The book closes with an account of "My Own Blend of Traditional and Modern."
- (3) As a writing assignment, ask students to describe, for the culture being studied, their blend of traditional and modern.

3. *Closing the gap between rich and poor.*

- a. Develop a lesson which emphasizes the accidents of history that contributed to today's gap between have and have-not nations. Some questions to focus on:
 - (1) How did some countries get a giant head start in industrialization?
 - (2) Why is it difficult for particular societies to catch up?
 - (3) What conflicts does this create:
 - (a) within the country?
 - (b) between rich and poor nations?
 - (4) Do the students feel it's essential for the society being studied to catch up? Why or why not? How do the people of the society feel?
- b. Explore the conflicts involved in trying to close the gap. This involves going beyond listing what needs to be done. One text, for example, asks: "What measures may both developed and developing countries take to close the gap?" (*Technology: Promises and Problems*, Allyn and Bacon). Probe deeper by asking:
 - (1) What stands in the way? What are the sources of conflict that prevent action?
 - (2) What would you do if you were leaders of an African nation? What things would you have to overcome?
 - (3) What will you do as the citizen of a developed nation?
- c. Simulations can be excellent for helping students experience some of the feelings involved in conflict situations. A good one for the have/have-not theme is *Starpower* (Simile II).

CONFLICT IN LITERATURE

Analyzing conflict in various forms of literary expression is important for two reasons: it's a good way to analyze literature; and it makes more natural the use of the concept as one lens for viewing the world. Here are some ideas on how to proceed:

1. *Analyzing poetry.*

Poetry is often used as a means of expressing a personal dilemma or making a comment about a social issue. Choose a few such poems and have the class answer these questions:

- What kind of conflict is presented -- what's it about?
- What words or images are used to express the issue?
- Is a resolution stated or implied?
- Have you encountered anything similar -- how have you expressed it?

2. *Conflict in drama and fiction.*

In plays -- as well as stories -- the key situation, of course, is a conflict.

- a. Students can make a chart based on reading of stories and plays or viewing of films and television programs. Use such questions as:

- What is the conflict about?
- Who is involved?
- How is it expressed -- what do the characters do that lets you know there's a conflict? What actions make the situation worse?
- Is the conflict resolved? How?

- b. In discussion, ask the students how they felt about the way the conflict was resolved. Can they think of alternatives that might have worked better? How would these change the outcome? If violence was used, does the reader/viewer think it was necessary? How could the violence be avoided? How

would this have changed the outcome? What do you think the author's message is concerning violence?

c. Levels of conflict: Many examples of creative writing deal with social issues as well as personal or group conflict.

(1) Using the framework of questions, the students should be able to pick out the different levels of conflict.

(2) Example: In the multi-media kit *Patterns of Human Conflict* (Warren Schloat Productions, 1973) students are asked to apply this question to any story: "Notice particularly what the author seems to be saying about conflict; for example, is he concerned only with the particular conflict involving the characters in the story -- or is he trying to make larger statements about the nature of conflict itself?"

SUGGESTIONS FOR CURRICULUM DEVELOPMENT

CONFLICT

HIGH SCHOOL (10-12)

OBJECTIVES

Students should be able to

1. give examples from course work of factors that intensify conflict.
2. state, in a given situation, the alternative methods for resolving the conflict.
3. identify barriers to understanding between cultures.
4. recognize a relationship between social change and conflict.
5. understand that, in the search for solutions to any social problem, serious conflicts of interest and values are involved.
6. identify relationships between local events or decisions and global concerns.

BACKGROUND DISCUSSION

There is now some material at the high school level which deals directly with conflict -- helping students understand this powerful force and begin to analyze how it operates in their own lives as well as in the subject matter they study. These units* have a special

* Two of the units are: *Patterns of Human Conflict*, a multi-media unit developed by the Center for War/Peace Studies (Warren Schloat Productions, 1974); and an 80-page booklet in the Macmillan Concepts for Social Studies Series entitled *More Means Less: Conflict and its Resolution* (Macmillan, 1975).

advantage: they provide students with ideas about the concept of conflict and these can then be applied to other materials they encounter. In the process of analyzing the concept, they gain new insights into historical and contemporary events.

While these concept-oriented materials may offer the best approach, you can accomplish a great deal without them. You will need to spend a few class periods arriving at some generalizations about conflict. (See introductory suggestions.) This will provide the class with tools they can use with the course materials.

Then, by reading through this guide, you will find ideas for dealing with conflict in the course you teach. The openings offered here are only samples -- you'll probably find numerous other places where a focus on conflict can be valuable.

We've divided the outline into broad subject areas which correspond to many high school courses: culture or world studies; environmental issues; ethnic studies; conflict and the democratic process -- which applies to American history courses as well as to government or political science; career choices; and conflict in literature.

TOPIC AND IDEA OUTLINE

INTRODUCTORY -- Understanding conflict

(This can be used in any course prior to applying the concept to course materials.)

1. Defining conflict.

The first filmstrip in *Patterns of Human Conflict* presents a series of scenes which the students use to arrive at a beginning definition of conflict. Students find the lesson interesting and challenging -- and they begin to gain some important ideas about the concept. You can create a similar introduction of your own.* Ask the students to bring in pictures they think

* For more details, see the sample lessons in the companion to this guide, *Patterns for Teaching Conflict*, high school level.

illustrate conflict, or you can provide 30 or 40 pictures from old magazines.

a. Some picture subjects to include:

- scenes of violence
- anger or frustration
- debate or argument
- sporting events, e.g. football, hockey
- animals in conflict
- a courtroom or legislative body
- hunger
- environmental pollution
- a heavy storm or hurricane
- traffic congestion

b. Discussion questions aimed at working toward a definition of conflict:*

- (1) Which pictures stand out in your mind as the most vivid examples of conflict? Why?
- (2) Do we tend to think of conflict as something violent or unpleasant? Explain.
- (3) What do legislatures and courtrooms have to do with conflict?
- (4) Did you find any examples of conflicts that might serve a positive function? Explain.
- (5) How do you know conflict exists in a situation -- that is, what kinds of gestures or body language are used to express conflicts?

* Adapted from *Patterns of Human Conflict*, Student Booklet.

(6) Do most of the conflicts involve violence or move toward violence? Or, are most resolved by nonviolent means?

(7) How do you think each of the conflicts pictured might be resolved?

c. Following discussion, have the students make a list of statements describing conflict.

2. The centrality of conflict.

To emphasize the idea of conflict as a central force in our lives, you might try this exercise using newspapers from *More Means Less: Conflict and its Resolution*:

Using a copy of a daily newspaper, circle items which appear to be (a) a conflict, (b) a resolution of conflict. All sections of the paper should be examined, including sports, financial, cartoons, editorial page, and classified pages. Be prepared to report your findings to the class.

3. Factors in influencing conflict.

In analyzing conflict situations, the students should develop awareness of some factors which make the conflict intense -- or move it in the direction of violence. This will help them to understand why some conflicts are long-lasting and often bitter, while others are worked out with relative ease. Some of the factors listed* below are developed more fully elsewhere in the outline -- but we've put them together here because you are likely to find that the students can use them in analyzing a wide variety of experiences.

- a. *Increased stress or frustration* -- when goals are blocked, tension increases.
- b. *Self-defense* -- when people feel threatened, they will often escalate a conflict rather than give the appearance of backing down.
- c. *A rigid social setting* -- if the social structure doesn't seem flexible enough, people are likely to feel they can't

* The list is adapted from *Patterns of Human Conflict*.

achieve their goals within that structure. The frustration can be intense enough to lead to violence.

- d. *Emotional contagion* -- crowd behavior can make a conflict situation worse.
- e. *The leadership role* -- a leader can often add a dramatic push to conflict, either intensifying it or moderating it.
- f. *Faulty communication or perception* -- there can be a misunderstanding of what the other side is doing, or intends to do.

For practice, you might have the students use the newspaper exercise to search for possible examples of these factors. See if they can determine how the conflict is changed by the variable. An alternative would be to apply the factors to a film or television drama.

4. Ways of resolving conflict.

Another useful way of dealing with the concept is to increase understanding of different ways of resolving conflicts. This can lead to greater awareness of the alternatives available in any given situation.

- a. *Violence or conquest* -- this is the most extreme form of resolution, and the one least used. All other forms of resolution involve some means of each side *accommodating* to the other.
- b. *Cooperation* -- the opposing sides may decide that working together has more advantages than continued conflict.
- c. *Compromise* -- each side gives up something.
- d. *Stalemate or truce* -- a recognition that continued struggle may be too costly.
- e. *Withdrawal* -- one side simply backs off to avoid more strife.
- f. *Legal or legislative settlement* -- examples are solving a matter by a vote or election or court action.
- g. *Arbitration or award* -- appealing to a third party.

WORLD CULTURES/WORLD STUDIES/WORLD CIVILIZATION

Most world studies courses concentrate on specific societies or culture regions. It's important to provide a framework for such study -- to have the class analyze how we look at other cultures and how others see us, to understand why people have difficulty in accepting cultural diversity, to consider what the advantages are of studying other societies. The theme of conflict provides an essential part of that framework -- it can help students understand some of the barriers to cross-cultural understanding and acceptance.

Focusing on conflict at various points in your study of other cultures can contribute to these objectives:

Students will

- identify such barriers to cross-cultural understanding as ethnocentrism, misperception, faulty communication, and prejudice.
- express willingness to look for ways to overcome those barriers, while recognizing that the barriers probably cannot be completely eliminated.
- give examples of benefits that can be gained from studying other cultures.
- recognize that cultural change can help resolve some social conflicts but can also create new sources of tension.
- use urbanization as an example of worldwide patterns of conflict and change.

1. Barriers to cross-cultural understanding.

Early in the course, it would be most helpful to spend a few class periods developing ideas about the kinds of cultural blinders that create so much misunderstanding and hostility and block the acceptance of cultural diversity.

a. Find a case study of culture conflict in the text. Examples:

- Violence between Dayaks and Chinese in Borneo ("Two Sides of Horror," *Asia*, Field Enterprises World Studies Inquiry Series, 1969, p. 27f.)

- "Independence and Partition" in *The Indian Subcontinent*
(Scholastic World Cultures Program, 1972, p. 144f.)

- b. Ask the class to list some of the barriers to understanding -- why was there open hostility?

- (1) The Field Enterprises case study on Borneo asks the students:

Could violence between groups in the United States come about in somewhat the same way as the Dayak attack? How might the reasons be the same? How might they be different?

- (2) Ask the class if they can think of other clashes between groups or societies that might have emerged from failure to understand or accept others.

- c. In the case study used, do the students recognize any of the following:

- (1) *Ethnocentrism* -- the belief, typically unquestioned, that one's own group or culture is superior. This often leads people to judge other cultures from the values and standards of their own thus giving rise to misperception and faulty communication.

- (2) *Prejudices* -- the pre-judging, usually in a negative way, of others.

- (3) *Misperception* -- imputing wrong intent from behavior.

- (4) *Faulty communication* -- misunderstanding resulting from inadequacy of communication itself or its reception, often arising from ethnocentric blunders.

- (5) *Cultural factors* -- such as very different beliefs, values, or customs.

- d. Use other case studies for comparison -- either from the text or other learning experiences. For example, consider the conflict of cultures when Europeans first settled North and South America or when they imported Africans as slaves.

- (1) How was the conflict resolved?

- (2) What other alternatives might have been used?

- e. Develop a lesson dealing with one of the factors influencing misunderstanding of others -- for example, ethnocentrism. (See *Patterns for Teaching Conflict*.) Some things to consider:
- (1) Many texts use the Nacirema essay -- the mock anthropological account of American folkways.
 - (2) Consider what the functions of ethnocentrism might be. What goals does it serve for the group or society? What does it have to do with group loyalty? Why would it be difficult to eliminate ethnocentrism?
 - (3) *Learning About Peoples and Cultures* (McDougal, Littell Publishing Co., 1974), which contains excellent materials on understanding other cultures, raises questions that help students detect and understand ethnocentrism.
Example:

What is a person implying when, with apparent good will, he says, 'Although the people of Asia and Africa are backward, there is no reason for us to feel superior.'
 - (4) Can the class think of ways to overcome such barriers? What are the advantages and limitations of studying other cultures or arranging more cultural exchanges?
- f. Later in the study of other cultures, you might have the students write their reactions to this statement by anthropologist Edward Hall:

Culture hides more than it reveals, and strangely enough what it hides, it hides most effectively from its own participants. Years of study have convinced me that the real job is not to understand *foreign* culture but to understand *your own*. I am also convinced that all one ever gets from studying foreign culture is a token understanding. The ultimate reason for such study is to learn how one's own system works.

Challenge the students to find specific examples or experiences that would support or refute Hall's generalization.

2. Cultural change and conflict.

a. Recognizing the relationship between conflict and change:

- (1) In whatever culture or region you are studying, patterns of conflict and change will emerge -- especially under the impact of industrialization and urbanization.
- (2) Point out -- or have students point out -- examples of how change creates or contributes to conflict.
- (3) Consider, for example, the clash between the new and traditional values or ways of living. What kinds of conflicts emerge? How are these expressed? How are they resolved? How would the students want to resolve such conflicts? Is there anything similar occurring in our society? Explain.

b. *Conflict and progress.*

It has been said that without conflict, there would be no progress. You might have the class approach that as a hypothesis to be tested and modified.

- (1) You will also note some cases where change influences conflicts which already exist in the society.
- (2) Example: *Modernization and Traditional Society* (Anthropology Curriculum Project, Macmillan, 1971) contains a personalized account of the introduction of new farming methods in Peru. The class can use such a reading to examine these questions:
 - What conflicts had to be resolved before the new methods were accepted?
 - How did the change influence conflicts between patrons and farmers or between families?
 - What new problems and conflicts resulted from the changes?

3. *Urbanization -- The conflicts behind social problems.*

Urbanization, of course, represents one of the most important trends of the modern world, and the process -- along with its

complex problems -- has become a worldwide phenomenon. An important part of comprehending urbanization involves understanding why the problems are so difficult to solve. Here are some ideas for developing this theme:

- a. In studying urbanization in a given society or region, have the class look for answers to these questions:

- (1) How does urbanization affect the lives of individuals?

- Why do they move to cities? What advantages are open to them?
- What new problems and conflicts are they likely to face?

- (2) What problems does the entire society experience as a result of urbanization? Consider such factors as:

- newcomers to the city
- housing and sanitation
- poverty and the growth of slums
- crime and violence
- crowding and environmental decay

- b. Is the pattern in the societies studied similar in other places of the world? What is the same? What is different?

- c. Explore some of the conflicts in urbanization -- Have the class explore what stands in the way of resolving them.

- (1) If this idea is stressed, the students will see more clearly that passing new laws or creating an awareness of problems usually doesn't solve the difficulty.

- (2) Instead, there are real and deep conflicts of interest within the society which hinder action.

- Make a list of *conflicts of interest* that are involved with any specific problem. (For example, conflict over budget priorities can limit action to replace slums.)

- Make another list of *conflicts of values* that need to be dealt with. (For example, how is the controversy over gun-control laws involved in controlling crime in cities?)

- (3) How are these conflicts being expressed? What methods are being tried to resolve them? What other steps do the students feel might be helpful?
 - (4) If a specific conflict is resolved, how will this change the approach to an urban problem?
- d. Compare how people adjust to urban life.
- (1) Use case studies in your course material to draw out comparisons with other cultures.
 - (2) Example: *Modernisation and Traditional Societies* (Anthropology Curriculum Project, Macmillan, 1971) has a long reading on the shanty towns of Lima, Peru. A reading of this sort can be used to explore such questions as:
 - (a) What conflicts in the city environment led people to form *barriadas* (shanty towns)?
 - (b) How did they manage conflicts? With police? Among themselves?
 - (c) In what ways does this arrangement make easier the transition to city life?
 - (d) What future conflicts are likely to arise if increased expectations are not fulfilled?
 - (3) Comparisons can then be made with other societies.
 - (a) What is similar to the Lima experience? What is different?
 - (b) In the United States, what arrangements do groups of newcomers make to ease the transition to city life?
 - (c) To what extent can shanty towns be considered a worldwide phenomenon? (Primarily in developing

countries.) What generalizations can be drawn from the answers the class discovers?

ENVIRONMENTAL STUDIES

Every major issue we face concerning the environment involves difficult decisions. This is where conflict enters in, and this is what makes the problems difficult to solve. By exploring these controversies, students will develop a realistic approach to environmental concerns.

Specific objectives to be achieved with lessons built around the conflict theme include:

Students will

- identify conflicts of interest involved in specific environmental issues.
- distinguish conflicts over wants or needs from conflicts involving beliefs or values.
- recognize that resolution of such conflicts is a continuing process, involving the willingness to compromise and cooperate.
- identify relationships between personal or local decisions and nationwide or worldwide concerns.
- recognize that solutions to particular problems may lead to new conflicts.

1. *Conflicts involving environmental protection.*

Example: Controlling air pollution.

- a. Have the class consider the kinds of changes that would be needed to reduce air pollution significantly.
 - (1) Why do Americans resist drastic changes in the use of motor vehicles?
 - (2) What conflicts arise over changing driving habits? In what ways does the matter extend far beyond answers like: the greed of automobile manufacturers or the lack of awareness?

- (3) How would life-styles be changed by restricting driving or other activities that contribute to air pollution? What kinds of personal decisions would have to be made about such matters as:
- freedom to go where you want.
 - pride in owning a special car.
 - the expectation of having material possessions.
- b. In groups or as a class make a list of conflicts that involve *wants or needs* and another involving *values or beliefs*.
- c. Develop the lists further in considering society-wide decisions.
- (1) What kinds of new laws might help? What conflicts prevent these from being adopted?
 - (2) What difficulties surround proposals for developing alternative means of transportation?
- d. Examine the variety of conflicting viewpoints surrounding control of air pollution. You might have the students bring in quotations which illustrate different points of view. See what the class can accomplish in resolving these differences.
- (1) Texts sometimes contain a sampling of various viewpoints. *Economic Life in Modern America* (American Book Company, 1973), for example, has students weigh a number of long quotations in arriving at their own conclusions.
 - (2) Role-playing can be developed around a specific proposal -- such as restricting automobile use. Debates and panel discussions are also good for understanding a variety of positions.
 - (3) You might also find that simulations add an important element of student involvement. Example: *CLUG: Community Land Use Game* (The Free Press, 1972).
- e. Ask the students to make a list of points they can agree on. In effect, this can be their program for solving the problem of air pollution.

- (1) Is it easy for them to reach consensus? If so, to what extent might this not reflect actual life situations? That is, what other groups in the country would not agree with their conclusions?
- (2) If consensus is difficult to achieve, what does this suggest about the obstacles to creating a national program?

2. *Conflicts involving energy and natural resources.*

- a. See if the students can recall cases of conflict over land or other resources. This will provide a context for more current controversies.

(1) Examples:

- land rushes
- the 19th-century race for colonies
- competition for oil in late 19th century
- the drives of Japan and Germany during World War II

- (2) Why is there conflict over scarce resources? Why would this become more intense as global interdependence increases?

- b. The energy crises can form the basis for a good research activity -- this could lead to role-playing or simulation in an attempt to resolve differences. Some points to consider:

- (1) What is the nature of the conflict between oil-producing nations (OPEC) and industrialized countries?

- How is it expressed?
- What alternatives are available to resolve it?

- (2) Explore the conflicts over what to do about energy shortages.

- What disputes arise over Project Independence?

- How is controversy over the Alaska Pipeline involved?
 - What about the debate over developing nuclear energy?
 - How is the problem of strip-mining for coal related?
- (3) Exploration of these questions should lead the class to see a kind of chain reaction of conflict situations -- all connected to the clash between oil producers and consumers.
- (4) In long-range terms, can the class see positive results stemming from the conflicts? For example, consider the desire of Third World countries to modernize; or the need for Americans to reorder their priorities in terms of resources.
- c. Use case studies or role-playing to relate local issues to global concerns. (Also see *Patterns for Teaching Conflict*, high school level.) Example: *Geography in an Urban Age* (High School Geography Project, Macmillan Company, 1970) presents a role-playing activity in which the class has to decide whether or not a company should be allowed to mine a beach area in New South Wales, Australia.
- (1) The choice of an issue in another society helps students to place the conflict in a larger context -- the decisions made by such communities are what create the global nature of concern over resource use.
- (2) In debriefing an activity set in a particular community, consider such questions as:
- What other controversies over resource use seem similar?
 - What disputes in your own community might have comparable implications? This question might involve finding out what is going on in the community -- through newspaper research or inviting visitors to the classroom (such as members of local government and conservation groups).

- How do you think such conflicts are usually resolved? By deciding to protect the environment or by exploiting the resources? Why?
- If you consider the matter in terms of Spaceship Earth, it's clear that we have to be more careful in resource management. Why do you suppose people in a local conflict rarely consider the matter in those Spaceship terms?

ETHNIC STUDIES/AMERICAN HISTORY

Your students can use their understanding of conflict as one means of analyzing race and ethnic relations. At the same time, study of the history and literature of these relations will provide new insights into the nature of human conflict.

Objectives:

Students will

- state reasons why some conflicts extend over long periods.
- recognize that a rigid social structure makes conflict more intense and violence more likely.
- know that conflict within a group can lead either to permanent splits or to increased solidarity.
- understand that the blocking of expected goals intensifies conflict.
- compare their own conflict experiences with the long struggle of black Americans.

1. *The idea of a "rigid society."*

Example: Black-white relations in the United States.

- a. If you find yourself in conflict with another group, what happens if you feel that you can never "win" or make important gains?

- (1) How is this factor often involved in minority-majority relations?

- (2) Why was the experience of white European immigrants to America different from that of black Africans?
- b. What did the anti-black forces have on their side in 19th-century America? (You might divide the class into small research teams for these questions.) Find examples of the following:
- power of employers
 - government laws (local, state, national)
 - court decisions
 - extra-legal powers, such as prejudice, segregation, discrimination
- c. How did blacks react to these conditions? Consider:
- the work of Booker T. Washington and others
 - accepting second-class citizenship
 - escapism (crime, etc.)
 - organizing -- the Niagara Movement, voting rights groups
 - black consciousness (how early did this start? how has it changed and grown?)
- d. Why would some feel violence was an alternative?
- Why did some whites use violence against blacks?
 - Are there non-physical forms of violence?

2. *Expressions of conflict.*

- a. How did blacks express their conflict?

(1) Find examples in:

- | | |
|--------------|---------|
| - poetry | - songs |
| - literature | - art |

(2) In identifying the message, do you find expressions of the idea of a rigid social setting?

b. Using literary collections, or combining English and social studies, would be very useful. Collections like Emanuel and Gross, eds., *Dark Sympathy: Negro Literature in America* (The Free Press) present a wide range of viewpoints and historical periods.

c. Films and filmstrips would also be helpful.

3. *In-group conflict.*

Explore the question of what conflicts arose within the black movement in the past and in the present.

a. What were some reasons for these conflicts? Were they resolved? If so, how?

b. The Educational Development Center course *Black in White America* (Macmillan, 1974) contains a long unit on "separation or integration -- which way for black Americans?" This explores a variety of viewpoints, including those of the NAACP, Martin Luther King, Marcus Garvey, and Malcolm X.

c. Approaching the subject from the perspective of in-group conflict will help the class deal with such questions as:

(1) How did debates arise over means to an end?

(2) Can you find evidence that black solidarity was strengthened because of white hostility?

(3) Can you think of other situations where group feeling is strengthened by conflict with other groups?

(4) How do modern strategies of blacks reflect long-lasting difference over means to an end?

4. *The impact of rising expectations.*

a. What factors contribute to increased expectations (or aspirations) for black Americans?

(1) Outside research may be needed to deal with the question.

(2) Why should these increased expectations be involved in intensifying conflict?

(3) Can you think of other examples of this force?

(Both the American and French Revolutions were cases of people rebelling -- not because they were hopelessly oppressed, but rather because rising expectations were being thwarted.)

b. Explore a specific case to see if the factor of increased expectations is involved.

(1) Example: The second volume of the EDC course (titled *The Struggle for Black Identity and Power*) examines the Watts riot in these terms. The teachers guide suggests:

(The students) might be asked to explore the theory in terms of their own aspirations and needs. What happens to them when their needs are unfulfilled and when they feel they cannot meet their own goals? In what ways do they express their anger or frustration?

(2) Pull together the ideas developed about the rigid social setting and the frustration of increased expectations. Ask the class to consider:

- What implications these factors have for avoiding future flare-ups like Watts.
- What is implied for improving race relations in this country.

AMERICAN HISTORY/CIVICS/PROBLEMS OF DEMOCRACY

The concept of conflict provides a good way of organizing information about complex events in the nation's past. It's also helpful to consider governmental arrangements as ways of managing or resolving conflicts.

Objectives:

Students will

- give examples of how government functions to regulate conflict.
- identify major conflicts that were resolved in the framing of the Constitution.
- compare government management of conflict in different societies.
- analyze contemporary issues in terms of conflict.
- know that worldwide conflict is governed by different rules than conflict within a society.

1. *Conflict and the Constitution.*

The following can be used to create an inquiry lesson for study of the framing of the Constitution. Collections of readings and documents would be a good supplement (for example, Richard Hofstadter, ed., *Great Issues in American History*, Vintage Books, 1958).

- a. In the Confederation, what were some causes of conflict: between states and national government; between states?
 - (1) Why were these difficult to resolve?
 - (2) How was the issue of freedom vs. security resolved in framing the Articles?
 - (3) How did national leaders express their concern? What was the viewpoint of people like Washington, Hamilton, Madison?
- b. What major conflicts were encountered by the delegates to the Constitutional Convention?
 - (1) What different viewpoints were expressed?
 - (2) How were the conflicts resolved?

- (3) How does the language of the Constitution reflect these resolutions?
- (4) How did the delegates handle the freedom-security issue?
- c. The controversy over questions of freedom vs. security or order can be traced through subsequent periods.
 - (1) What role did Chief Justice Marshall play in this on-going conflict?
 - (2) How was the issue involved in the debate over ratification of the Constitution?
 - (3) In what ways is the question of states' rights involved?
 - (4) What was the nature of the controversy during the Jackson era?
 - (5) How did the issue contribute to the Civil War?
 - (6) Can you find examples of the issue today?
 - How is it expressed?
 - What are the alternatives for resolution?

2. *Government as a means of regulating conflict.*

- a. Have the class consider ways conflicts are managed when government arrangements aren't present or don't work.
 - (1) How were conflicts expressed and resolved in frontier settings?
 - (a) Did other societies with relatively recent frontier epochs (Russia, Australia, modern Brazil) have similar or different experiences with conflict?
 - (b) In such a setting, what rules exist for expressing and resolving conflict?
 - (2) Shipwreck or other survival groups can also be used as examples for what happens to conflict when there is no structure for managing it.

- (3) Notice that there are almost always some shared ideas of what is right or just. Even in war, certain rules govern the conflict.
- b. What role does government play in regulating conflict?
- (1) Does a government prevent conflict or does it establish ways of expressing and resolving conflict?
- (2) Do you think it would be a good idea to control conflicts by suppressing them? Why or why not? What functions can conflicts serve -- what good are they for individuals or groups or societies?
- c. Draw comparisons of cultural differences in regulating conflict.
- (1) Example: *More Means Less: Conflict and Its Resolution* (Macmillan, 1975) presents intriguing accounts of how conflict is handled by such groups as the Ashanti of Ghana, the S'gugao (Philippines) and the Hopi Indians. The text raises such questions as: "Do you believe the courts in our own society play a role similar to that of the royal courts of the Ashanti? Explain."
- (2) In making comparisons with United States society, have the class consider how each of the following is involved in conflict:
- | | |
|-----------------|--------------------|
| court decisions | votes |
| jury trials | election campaigns |
3. *Contemporary issues.*
- A framework of questions can be applied for analyzing any issue. This will help students organize information and identify similar patterns. The framework can include:
- a. Who is involved? What is each side after?
- b. What is the conflict about?
- (1) What means are being used to express the conflict? (strikes, newspaper articles, debates, etc.)

(2) What are the differing viewpoints?

c. How can the conflict be resolved -- what alternatives are available?

(1) What resolutions have been tried without success?
Why did they fail?

(2) Has violence been used, or is it possible? If so, how can violence be avoided?

(3) What resolution do you think would work best? Explain.

d. If the issue is resolved, will underlying conflict remain?

4. *Fairness in global conflicts.*

One way of looking at worldwide controversies is to consider what kinds of rules govern the conflict, what alternatives are available for resolution.

a. For example, what is the nature of the conflict between rich and poor nations?

(1) Do Americans feel it is fair that this society has such affluence while others suffer or have little? What makes it seem fair?

(2) What would the feelings of people in have-not nations be?

b. How can people in poor countries express their conflict?

(1) How do Americans respond to expressions of hostility?

(2) Consider paths that are open to have-nots: requests for aid, joining together with others, seeking help from other nations, taking an aggressive position at international conferences.

c. Research -- or role-play -- a particular international conference -- such as the world economy, population, resources, the oceans, environment.

(1) How do the positions of haves and have-nots differ in terms of how they see the "rules of the game?"

- Why do industrialized nations generally want to keep the rules as they are?
 - What changes do poor countries want? (such as a redistribution of income)
- (2) Can the class think of conflicts within this country that seem similar?
 - (3) See if the students can make suggestions about how these conflicts might be resolved.

CAREER EDUCATION

An understanding of conflict can be helpful in developing constructive attitudes toward the questions involved in choosing careers. Students can analyze the decision-making process in terms of the concept and see the conflicts as natural and normal.

Objectives:

Students will

- compare career decision-making to other kinds of conflict.
 - gain experience in working out the dilemmas encountered in choosing or changing careers.
 - identify the factors involved in making career decisions.
1. *Apply conflict knowledge to the decision-making process.*
 - a. Have students identify -- or list -- the factors to be considered in reaching a specific decision.
 - (1) What pressures is the person likely to feel? Should he or she yield to these or ignore them?
 - (2) What are the possible consequences of particular decisions? What things need to be considered?
 - b. Draw comparisons with other individuals or other conflict situations.

- (1) What other kinds of decisions involve similar dilemmas or have similarly uncertain consequences?
 - (2) Learn more about how others have acted in similar circumstances.
 - (3) A study like *Turkel's Work* can help students analyze the rewards and problems people experience in certain careers.
 - How do you react to specific accounts?
 - Do any of the readings influence you in considering choices? Explain.
2. Use a wide variety of scenarios or role-playing activities for more experience in making decisions and exploring their consequences.
- a. Example: *Deciding How To Live as Society's Children* (McDougal, Littell & Company, 1974) presents students with scenarios of a variety of situations. Here is a sample:
- You are a junior in high school. You have maintained a 'B' average in order to qualify for college. Now you have been offered a high-paying after school job as an unskilled laborer. You will need to spend eight hours a day at this job once school is out. The money will help you to get some savings for college, but you doubt if you can keep up your marks.
- What would you choose? Why?
- b. The more such experiences your students can cope with, the better. They are actually gaining experience in coping with conflict.
- (1) Simulation games, like *Ghetto* or *Life Career* (Western Publishing Company) can also be helpful.
 - (2) After a variety of such experiences, ask the class to consider whether such conflicts serve a function. See if they can state what the functions might be.

LITERATURE COURSES

Conflict is central to literary expression. The infinite variety of human experiences are explored with the special insight of the poet, the dramatist, the novelist, the journalist. Any literature course, then, will deal with conflict. In this section we'll be considering texts which make concept learning explicit -- that is, the readings and questions are designed to deal directly with understanding the varieties of human conflict and the ways in which these conflicts are expressed and resolved. The experience gained is valuable not only for analyzing literature, but for approaching many other events and situations.

Objectives for units focusing on conflict:

Students will

- relate literary themes to personal experiences.
- compare expressions of conflict from different perspectives.
- identify important aspects of conflict encountered in literary selections.
- recognize varying viewpoints on major social issues.

1. *Analyzing conflict themes.*

- a. Texts or units which deal specifically with conflict generally go beyond having the students state what the conflict is about. Here are sample questions for analyzing a series of poems in the multi-media unit *Patterns of Human Conflict* (Warren Schloat Productions, 1974):

(1) The first two poems deal with an individual's conflict -- but does the conflict apply only to that person? Is there a larger conflict described or implied that applies to all of us? Can you describe what it is?

(2) What particular words are used to convey a sense of conflict?

(3) How does Patchen use humorous and fanciful images to convey a serious message? Why do you think he

uses such a technique? In what way is the technique itself an example of conflict?

-- Teacher's Guide, p. 20

- b. Comparing the kinds of conflict expressed in two different selections reinforces learning.
- (1) Example from *Patterns of Human Conflict*: "The last two poems are about mankind in general. What conflicts are being discussed? Is it the same conflict in both poems?"
 - (2) Example from *Conflicts* (Ginn and Co. 360 Reading Program, 1973): The readers compare the expression of conflict in two poems. In both, the expression is in dialogue form, although in the second poem this dialogue is solely within the mind of an individual.
- c. Conflicts encountered in literature can be related to personal experiences.
- (1) In a great many reading selections, you can find ways to relate the problem to concerns that are important to the students.
 - (2) The Ginn 360 Reading Program, for example, raises such questions as:

What are some other commonplace experiences that cause fear in people? how might people deal with them? Choose one of these experiences and tell how you think you would deal with it.
- d. Some collections that focus on conflict mix literary with photographic or artistic statements.
- (1) *Conflict*, for instance, in the Holt's Impact Series (Holt, Rinehart and Winston, 1969) has dozens of visual images throughout. One series of pictures shows only an old vendor pushing his hot dog cart along a street. The only commentary is a short verse by Dryden:

Happy the man, and happy he alone,
He who can call today his own;
He who, secure within can say,
Tomorrow, do thy worst,
for I have liv'd today

- (2) This kind of dramatic juxtaposition of words and visual images has tremendous impact.
- (3) With help from art or photography courses, you can have students try their hand at expressing conflict through this kind of mix.

2. *Exploring global themes.*

Some collections deal with such global concerns as hunger, poverty, injustice, and war.

a. Here is a sample list of themes covered in one reading program, *Mix* (in the Harcourt, Brace, Jovanovich Contemporary Literature Program, 1971):

- (1) Individuals and groups looking toward cultural traditions for solutions to problems.
- (2) Conflict resulting from misuse of nature.
- (3) The impact of technological change, especially in cities.
- (4) The conflicts that result when one culture intrudes on another. (This is the only unit that contains a selection by an American.)
- (5) Trying to overcome various forms of oppression.
- (6) Trying to create social change.
- (7) Seeking to understand the causes and consequences of war.
- (8) Different viewpoints on the future.

b. Even without such a specialized collection, you can easily use part of your course for literature dealing with the concerns that are central to human survival.

(1) The special advantage of reader identification will help students consider these issues in a realistic way.

(2) At the same time, sampling literary expressions from other countries emphasizes the idea that all the world's people are involved in these concerns.